



THE WRITING ACADEMY®, LLC



Module 2

Writing a Strong Thesis (central idea) Using
TOPIC, CHARGE, and ANSWER

Grade 5 • Cluster 1

Medium Stamina

Tackling TEKS • Reading & Writing

5.11(B)(i) • 5.12(B)(i) • 5.12(B)(ii) • 5.12(B)(iii) • 5.11(C)(i)

★ Meet Our Week!

Week 2 · Medium Stamina · Cluster 1 (SCR)

★ Daily Deck

I Will...

- Read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- Label the three pieces of every thesis (central idea) I build.
- Use stronger words from my Thinking Levels Chart to upgrade my thesis (central idea).
- Make sure my sentence structure matches the prompt type.

I Can...

- Build a strong SCR thesis (central idea) by combining TOPIC, CHARGE, and ANSWER.
- Identify the TOPIC, the CHARGE, and the ANSWER in a thesis (central idea).
- Match a WHAT prompt to a simple sentence, a WHY prompt to a complex sentence with because, and a HOW prompt to a preposition.
- Find and add a missing thesis (central idea) part.

★ What's Missing?

Day 1 · Gather & Reveal

★ Daily Deck

Passage 1: “From Tension to Revolution”

How do TOPIC, CHARGE, and ANSWER work together to build a strong thesis (central idea) for WHAT, WHY, and HOW SCR prompts?

“I am going to show you a response. Your job is to figure out what is missing.”

“The colonists protested.”

“This answer is missing the most important part, your thinking, the ANSWER.”



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means: “I’m not sure about this word yet.”
Words to DOT: Parliament · representation · resistance · instinct · coordinated

Dot the word. Discover the meaning. Drop the dot.



Three Pieces

Day 1 · Reveal

★ Daily Deck

T

TOPIC

the noun of importance, the main subject named in the prompt

C

CHARGE

the verb of importance, what the prompt asks the writer to do

A

ANSWER

the writer's own thinking that completes the sentence

TOPIC + CHARGE + ANSWER = a strong thesis (central idea).

A strong thesis (central idea) has THREE pieces. The first piece is the TOPIC, the main idea from the question. The second piece is the CHARGE, what the question is asking you to do. The third piece is the ANSWER, your thinking.

★ Build the Sentence

Day 1 · Reveal (cont.)

★ Daily Deck

SCR Prompt Types

WHAT simple sentence with facts

WHY complex sentence with because

Relational **HOW** uses a simple sentence with *through* or *by*.

Watch Me!

Original: Setting influences behavior in both passages.

Upgraded: Setting significantly shapes behavior in both passages through historical conflict and environmental survival demands.

★ Builder Showdown

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “From Tension to Revolution” & “The Ocean Lesson”

How to Play

- 1** Spin to determine the prompt type.
Success Check: Name WHAT, WHY, or HOW.
- 2** Draw a prompt from the passage set.
Success Check: Read the entire prompt.
- 3** Assemble TOPIC, CHARGE, and ANSWER.
Success Check: All three pieces are present.
- 4** Match the sentence structure.
Success Check: Simple, because, or through/by.
- 5** Write and label the thesis (central idea).
Success Check: Label all three pieces.
- 6** Move the marker and explain the choice.
Success Check: Reasoning is stated aloud.

With Your Partner...

WHAT Prompt Card

“What caused tension between Great Britain and the colonies?”

Answer Key: Tension between Great Britain and the colonies was caused by taxes and lack of representation.

WHY Prompt Card

“Why did colonists protest British laws?”

Answer Key: The colonists protested British laws because they were taxed without representation and felt it was unfair.

★ Builder Showdown (continued)

Day 2 · Attempt · Partner Game

★ Daily Deck

With Your Partner...

HOW Prompt Card

“How does setting influence behavior in both passages?”

Answer Key: Setting influences behavior in both passages through the colonists’ protests and the animals’ survival methods.



Talk It Over!

Day 3 · Discuss

★ Daily Deck

How did the prompt tell you which sentence structure to use?

Which piece was easiest to miss?

What made your thesis (central idea) strong?

How can stronger words improve your thinking?

Student Directions: “How did you know which sentence structure to use?
Explain your reasoning to your partner.”

Expected responses: The prompt tells you how to think. Missing one piece weakens the thinking. Strong words improve precision.



What Makes a Thesis (Central Idea) Strong?

★ Daily Deck

Day 3 · Discuss (cont.)

A strong thesis (central idea) is complete, precise, and matched to the prompt.

**all three
pieces present**

**structure that
matches the prompt**

**precise word choice,
not just length**

Think about: completeness · structure · precision · the writer's own thinking.

★ Write Three Versions

Day 3 · Use

WHAT

Prompt: What event increased tension between colonists and British soldiers?

Teacher Answer Example: The Boston Massacre increased tension between colonists and British soldiers. TOPIC: the Boston Massacre and tension. CHARGE: increased. ANSWER: the event named.

WHY

Prompt: Why do sea turtles rely on instinct? *Teacher Answer Example: Sea turtles rely on instinct because they must act quickly in a dangerous environment. TOPIC: sea turtles and instinct. CHARGE: rely. ANSWER: because they must act quickly in a dangerous environment.*

HOW

Prompt: How does setting influence survival in both passages? *Teacher Answer Example: Setting influences survival in both passages through instinct in sea turtles and learned behavior in orcas. TOPIC: setting and survival. CHARGE: influences. ANSWER: through instinct and learned behavior.*

Include all three pieces · match the structure to the prompt · make your ANSWER precise.

★ Award and Target

Day 4 · Award & Target

★ Daily Deck

Student Award

- My strongest thesis (central idea) today was:
- The piece that was especially clear was:

Student Target

- My next goal is to: use stronger vocabulary, match the correct structure, include all three pieces, or make my ANSWER clearer.



Turn and Teach

Day 5 · Explain

★ Daily Deck

1

TOPIC

Name the TOPIC.

2

CHARGE

Name the
CHARGE.

3

ANSWER

Add the ANSWER.

4

Structure

Match the structure
to the prompt type.

5

Upgrade

Upgrade the word
choice using the
Thinking Levels
Chart.

Turn to your partner and explain how to build a thesis (central idea) using the three pieces. Then give an example.

Prompt: How does setting influence survival in both passages?

Directions: Write a relational HOW thesis (central idea). Label TOPIC, CHARGE, and ANSWER. Use a preposition such as through or by.

Self-check: I named the topic. I carried the charge. I supplied my ANSWER. I used through or by. I used a complete sentence.



Intervention: Name the Thinking

Small-Group Support

★ Daily Deck

Step · Teacher Action · Student Action

1 Give the prompt: Why did colonists protest?

Identify WHY.

2 Provide TOPIC: The colonists. *Read the piece.*

3 Provide CHARGE: protested. *Read the piece.*

4 Ask for the student's ANSWER from the passage. *Say because they were taxed without representation.*

5 Ask the student to assemble and label. *Write the complete thesis (central idea).*

One Piece at a Time

“We are going to build a thesis (central idea) one piece at a time. You do not have to write the whole sentence all at once.”

Remove support gradually. First remove the full sentence, then remove the ANSWER, then remove the CHARGE. Use a word bank with because, through, by, and due to. The student chooses the word that matches the prompt type and highlights TOPIC, CHARGE, and ANSWER.



Enrichment: Connect Across Texts

Enrichment

Challenge · Student Work · Success Criteria

Choose one prompt. Write a thesis (central idea). *All three pieces are labeled.*

Upgrade the vocabulary. Rewrite with a stronger verb. *The new verb matches deeper thinking.*

Create a second version. Use a different accurate structure. *The second version still answers the same prompt.*

“You are now thinking beyond the expected. Push your thinking further.”

Example

Original: Setting influences behavior in both passages.

Upgraded: Setting significantly shapes behavior in both passages through historical conflict and environmental survival demands.

The student must explain why the upgraded verb is stronger and why the structure matches the prompt type.

★ My Progress Tracker

This is your progress tracker. As you learn this week, check how you feel about each skill. Be honest with yourself, because this shows how much you are growing.

I Can...	Not yet	Getting set	I can do it
Name the three pieces of a strong thesis (central idea).	Not yet	Getting set	I can do it
Find a missing thesis (central idea) part.	Not yet	Getting set	I can do it
Match a simple sentence to a WHAT prompt.	Not yet	Getting set	I can do it
Match a complex sentence with because to a WHY prompt.	Not yet	Getting set	I can do it
Match a preposition to a relational HOW prompt.	Not yet	Getting set	I can do it
Use precise vocabulary in the ANSWER.	Not yet	Getting set	I can do it

★ Citizenship Connection

★ A careful reader identifies the topic and task before stating a central idea.

“From Tension to Revolution” shows how colonists moved from loyalty toward resistance, self-government, and independence. “The Ocean Lesson” shows that animals use different behaviors to meet environmental challenges.

Reflect & Discuss

How do TOPIC, CHARGE, and ANSWER help a writer explain an important idea clearly?

Low Exemplar

Prompt: Why did colonists protest British laws?

LOW Level 1

“The colonists protested.”

What Is Working: The response names a TOPIC and a CHARGE.

What Needs Improvement: The ANSWER is missing. Add a WHY relationship with because.

Teacher guidance: The sentence stops before the writer’s thinking. Ask, ‘Why did they protest?’ The student’s repair should state the reason from the passage.

Medium Exemplar

Prompt: Why did colonists protest British laws?

MEDIUM Level 2-3

“The colonists protested because of taxes.”

What Is Working: The response has TOPIC, CHARGE, and a partial ANSWER. It uses because for a WHY prompt.

What Needs Improvement: The ANSWER is general. Add representation and fairness from the passage.

Improved version: The colonists protested British laws because they were taxed without representation and believed the treatment was unfair.

High Exemplar

Prompt: Why did colonists protest British laws?

HIGH Level 4

“The colonists protested British laws because they were taxed without representation and believed the treatment was unfair.”

Why It Meets the Target: The thesis (central idea) includes all three pieces, uses a complex WHY structure, and states a precise ANSWER connected to the historical setting.

★ **This is our target!**